

1-1-1966

Relationship between reading success and estimates of self and of reading adequacy

Mary Agnes Cecile Feehan

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RELATIONSHIP BETWEEN READING SUCCESS AND ESTIMATES
OF SELF AND OF READING ADEQUACY

by

Sister Mary Agnes Cecile Feehan, B.V.M.

A DISSERTATION
SUBMITTED IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE DEGREE OF
MASTER OF ARTS IN EDUCATION (READING SPECIALIST)
AT THE CARDINAL STRITCH COLLEGE

Milwaukee, Wisconsin

1966

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Date May 28, 1966

ACKNOWLEDGMENTS

The writer wishes to express sincere gratitude to Mother Mary Consolatrice and to all the major superiors of the Sisters of Charity of the Blessed Virgin Mary who have provided the opportunity for this study.

The writer is also deeply grateful to all who have assisted in making this study possible by their generous support and cooperation.

Sincere thanks is given to Sister Mary Camille, O.S.F., for directing this study, to Sister Mary Julitta, O.S.F., for reading the manuscript, and to Mrs. Ellis Waldron for typing this study.

Special appreciation is also expressed to Mrs. Irene Feehan, the writer's mother, for her constant encouragement.

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CHAPTER I

THE PROBLEM

Introduction

Early adolescence often finds the teenager in a state of wonderment. Self is being discovered in a fascinating new manner. This new concept of self can be regarded as ". . . a relatively enduring aspect of personality, a motive, attitude, or value by means of which the individual relates himself to his social environment."¹

The motive, attitude or value which generates the teenager into this action leads him to his desired goals. These goals are amalgamated with emotional needs and drives which Royce places in the following categories: Individual needs--affection, security, ego-status, independence, achievement, knowledge, novel experience, possession; social needs--group status, acceptance, approval, belongingness, participation, sharing, cooperation, love, sympathy, friendship, conformity, submission, mastery or domination, feeling of being needed.²

The social environment includes the teenager's school world where he meets his peers and strives to maintain an equal status with this

¹Wilbur C. Washburn, "Patterns of Self-Conceptualization in High School and College Students," Journal of Educational Psychology, LII (November, 1961), 123.

²James E. Royce, Personality and Mental Health (Milwaukee: Bruce Publishing Company, 1955), p. 27.

group. Simultaneously with the world of school comes his teacher, whom he also endeavors to please.

Significant educational achievement conducts the dual task of making the individual successful in the eyes of his peers as well as acceptable to his teacher. Of paramount importance to this educational success is the role of proficient reading. Bond and Tinker declare if one can read well he can function more effectively in daily activities, achieve more satisfactorily in school learnings, satisfy emotional and intellectual needs, maintain better personal and social adjustment, appreciate better his cultural heritage and be a better citizen.³

Reading apparently then assists the teenager in the quest for fulfillment of his individual and social needs. It was this observation that led the writer to investigate 150 adolescent students' reading adequacy in relation to their self-estimates.

Statement of the Problem

The major problem of this research was to study the relationship which exists between reading success of the adolescent and the individual's estimate of himself and the estimate of his own reading adequacy.

The specific objectives of the study involved the attempt to answer the following questions concerning this relationship: (1) Is there positive relationship between reading success and personal estimate of adequacy? (2) Is there positive relationship between low reading achievement and estimate of adequacy? (3) Do good readers

³Guy Bond and Miles A. Tinker, Reading Difficulties: Their Diagnosis and Correction (New York: Appleton Century Crofts, 1957), pp. 3-15.

have a higher self-concept than poor readers? (4) Does intelligence enter as a factor in self-estimates and estimates of reading adequacy?

Scope of this Study

The study included 150 eighth grade students from Catholic schools in the Montana area. Five schools participated in the survey and five teachers administered the tests.

The students in three schools were an average socio-economic group, while the pupils in the other two schools fell into the category of poorer social and economic status. The age range included only thirteen- and fourteen-year-old students.

Limitation of this Study

The teaching experience of the five teachers administering the tests ranged from four years to eighteen years. This variability as test administrators may have influenced the results of test scores. Also, some limitation may occur due to the small sample used.

Summary

This writer has dealt with teenagers for the past eight years at the specific age level mentioned in this study. In observing the adolescent striving to relate himself to his social environment it appeared that the poorly adjusted student often had a poor self-concept. This same student frequently had reading difficulties and believed his reading problems were greater than test results indicated. Thus, this research was conducted to explore the facts of relationship between reading success and estimates of self and of reading adequacy.

CHAPTER II

REVIEW OF RELATED LITERATURE

The terms, self-esteem, self-concept, or self-evaluation, all center around the following:

. . . personal recognition of physical, mental, and moral abilities, capacities, and limitations, both individual and social which a person has and realizes from introspection and contact with persons and things.¹

Education can play a role in aiding such self-development.

In the light of the present study the writer sought out related research in the following categories: (1) Teacher and student self-concept evaluations. (2) Self-concept studies in the adolescent range. (3) Scholastic achievement and self-concept.

Teacher and Student Evaluation of Self-Concept

To assist development in others it is imperative to know oneself. Studies have shown that there is a significant relationship between a teacher's acceptance of self and her acceptance of others. There is also a relationship between the student's acceptance of self and of others.²

¹J. Diffley, "Building the Student's Self-Concept," Catholic School Journal, LVIII (April, 1958), 29-30.

²Rober Commins, "Research Insight into the Relationship Between Teachers' Acceptance Attitudes, Their Role Concepts, and Students' Acceptance Attitudes," Journal of Educational Research, LIII (January, 1960), 196-197.

As individuals agree or disagree they formulate opinions and standards that influence further decisions in either negative or affirmative aspects. It is always interesting to note whether teachers and students approximate each other in the estimates they make in evaluating achievement. One such study observing the relationship between pupil self-evaluation and teacher evaluation of the pupil in his scholastic achievement carried out by Gordon and Wood showed that a relationship between pupil and teacher on self-reports and accuracy of self report as an estimate of actual test rank not only were related, but there was even relationship between direction of error on both self-report and test estimates between teacher and pupils.³

A study investigating the socio-emotional climate, teacher participation in an in-service child study program, and teacher acceptance of self and others indicated that teachers' perception of children's self-concepts are positively and significantly related to these children's expressed self-concepts. A finding not anticipated in this study suggested that perhaps teachers who are "less accepting" may well develop greater empathy with and insight into feelings of others because of their own enlightened sensitivity in the area of interrelationships. Those teachers who are more accepting of self may tend to accept children as they are without probing too deeply to discover how these youngsters see and feel about themselves.⁴

³Ira Gordon and Patricia Wood, "The Relationship Between Pupil Self-Evaluation, Teacher Evaluation of the Pupil and Scholastic Achievement," Journal of Educational Research, LVI (April, 1965), 185-187.

⁴Hugh Perkins, "Teachers and Peers Perceptions of Children's Self-Concepts," Child Development, XXIX (June, 1958), 203-220.

If the teacher's self-concept alters the evaluation, then perhaps there are factors which deeply influence the student also in this self-evaluation. Change in self-concept can be defined as change in congruency of the child's self-concept and his ideal self occurring during a specific time period. A study correlating the child's self-sort with his ideal self provided a measure to test congruency. In terms of change, it was found that the self-concepts and ideal selves of children become increasingly congruent through time; that the self-ideal congruencies of girls are significantly greater than those of boys.⁵

Another study, however, concluded that the process of self-appraisal, as used with experimental and controlled classes, had no effect on improving the attitude of a group of student-teachers as measured by the Minnesota Teacher Attitude Inventory.⁶

Self-esteem has also been found to fluctuate through the influence of outside forces. In the light of influence on performance, it appears that high and low self-concepts operate in various ways. A study in self-esteem, group interaction and group influences on performance indicated that students low in self-esteem tended to conform more consistently to the demonstrator's level of performance than did those with high self-esteem. The students low in self-esteem also appear quite susceptible to social forces. They lack confidence in

⁵Hugh Perkins, "Factors Influencing Change in Children's Self-Concepts," Child Development, XXIX (June, 1958), 221-230.

⁶Carl Campbell, "An Experimental Investigation of the Value of One Method of Self-Appraisal in Developing Certain Attitudes among Student Teachers," Dissertation Abstracts (Jan.-Mar. 1963), published by University Microfilm, Inc., Ann Arbor, Michigan.

their ability to perform tasks, and the expectation they have of their level of performance determines their own performance.

High self-esteem persons, on the other hand, are not consistent with the demonstrator's performance since they highly evaluate their own ideas and are influenced by their motivation, goals, and expectations, which they value greatly.⁷

Self-Concept Studies--Adolescent Areas

Adolescence is a period of change--the capacity to estimate the essential attitudes of self weighs heavily on the young uncertain mind. Studies have probed these attitudes seeking knowledge concerning reliability of self-concepts.

One such study investigated the stability of self-concept in the adolescent over a two-year period. The results favored the aspect that self-concepts were relatively stable. Also from this study came the indication that subjects with a negative self-concept were significantly less stable than subjects possessing positive concepts. Over the two-year range the negative self-concept subject gave evidence of maladjustment patterns.⁸

Of further interest are the possible patterns of self-conceptualization. A study conducted with high school and college students attempted to integrate various theories that formulate self-concepts

⁷Ezra Scotland and Coltrell Nickolas, "Self-Esteem, Group Interaction and Group Influence on Performance," Journal of Personality, XIX (September, 1961), 272-284.

⁸Mary Engel, "The Stability of the Self-Concept in Adolescence," Journal of Abnormal and Social Psychology, LVIII (March, 1959), 211-215.

in terms of child development. Several patterns of self-conceptualization evolved from this study. The Somatic-Primitive self type involves inability to postpone need satisfaction and failure to identify with authority figures. The Submissive Dependent self avoids disapproval by submitting to others. The Detached Independent self avoids interpersonal relations and situations likely to arouse emotion. The Inner Controlled self involves acceptance of oneself. Finally, the Interrogative Actualizing self involves the acceptance of oneself and others with a tendency toward increased creativity and productivity.⁹

These patterns assimilate Jersild's thoughts on self. His description of self includes perceptual, conceptual and attitudinal components. He describes perceptual components as the ways by which a person perceives himself, the image he has of his body and the picture of the impression he makes on others. The conceptual components are his distinctive characteristics, his abilities, resources, assets, lacks and limitations. Also included in this is the conception of background origins and of the future. The attitudinal components are the feelings a person has about himself toward his status, future prospects, and his view is either worthy of pride or shame. These feelings likewise incorporate the connection of his worthiness or unworthiness, self-acceptance or self-rejection.¹⁰

Many interesting studies have surveyed the possibility of the

⁹Wilbur Washburn, "Patterns of Self-Conceptualization in High School and College Students," Journal of Educational Psychology, LII (June, 1961), 123-131.

¹⁰Arthur T. Jersild, Child Psychology (fourth edition; Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1956), pp. 177-186.

relationship between self-acceptance and dogmatism. Research in such area was conducted among a group of junior and senior high school students. The findings on the high school level indicated that:

The more favorable the self-image, the more closed the mind. The higher the intelligence quotient the more open the mind and the less favorable the self-image. The higher the grade the more opened the mind and less favorable the self-image.¹¹

Findings on the junior level showed:

The higher the intelligence quotient the less favorable the self-image. The higher the intelligence quotient the more opened the mind. Eighth graders showed correlation between sex and self-acceptance.¹²

The final analysis claimed that junior and senior high school years are extremely important in the formation of open-mindedness and self-acceptance.

Associated closely with self-concepts are goals and levels of aspiration. Research has discovered information on the relationship between self-concept and the difficulties perceived by individuals in attaining life goals. In contrasting a group of delinquents vs. non-delinquents the levels of occupational aspiration were consistently higher among non-delinquents, while an unfavorable self-concept was found to be positively related to the groups of delinquents.¹³

It was considered beneficial for the present study to consider the measures capable of distinguishing between subjects' high and low

¹¹Ernestine Pannes, "The Relationship Between Self-Acceptance and Dogmatism in Junior and Senior High School Students," The Journal of Educational Sociology, XXXVI (May, 1963), 419-426.

¹²Ibid., p. 425.

¹³William T. Liu, "Self-Concept, Life Goal and Anomia among Delinquents and Non-Delinquents," The American Sociological Review (Spring 1962), pp. 41-55.

self-esteem and between exhibiting reality and defensive responses. Studies have shown substantial agreement between self-evaluation and behavioral expression which show that reality experiences intrude upon the individual to such an extent that generally they cannot be avoided. More successful persons were significantly higher in self-evaluation than individuals with few such experiences.¹⁴

Scholastic Achievement--Self Concept

As self-concepts are learned and built up in very subtle ways, it is to be noted that scholastic success or failure leave indelible marks on the image. Strang has pointed out that negative comments of parents, teachers, and classmates as well as repeated failures cause the child to become fearful of failures and ashamed to be wrong again. On the other hand, if there is a positive expectancy on the part of parents, teachers, and classmates, the individual can close the gaps between his present performance and his potential, self-confidence will develop, and will be reinforced by experiences of success.¹⁵

However, one must be alerted to the fact that other aspects enter into the success or failure of scholastic life in connection with self-development. When a child enters school he brings with him a background of maturation and motivation based on his home environment, his relationships with others and his basic physico-intellectual capacity. The school must continue to help the child to search out, to

¹⁴Stanley Coppersmith, "A Method of Determining Types of Self-Esteem," Journal of Abnormal and Social Psychology, LIX (July, 1959), 87-94.

¹⁵Ruth Strang, Improvement of Reading (third edition; Chicago: McGraw-Hill Book Co., 1961), pp. 286-287.

awaken, to respond to all his resources as a responsible learner. Such development provides self-worth and self-value, and attention must be drawn to the link of cultural heritage with the development of self-esteem. "Cultural heritage enables a child to look at himself and acquire a feeling of strength and worth in terms of people from whom he came. To identify with a people's hero, with a history, with a movement, gives strength and courage to children of many lands."¹⁶ In attaining this end, scholastic achievement becomes involved in goal setting.

A study conducted with 100 college female students requested of them to state the goals they were endeavoring to achieve. The students were to estimate their grade scores and their possible level of achievement. The findings divided the students into groups: the self-rejectant and the self-acceptant. These groups resulted from the personality tests administered. Then these two groups estimated their grade scores and their possible level of achievement. The self-acceptant group indicated only a small discrepancy between their actual grade scores and the level of aspiration. They often exceeded their estimated grade score. The self-rejectant overestimated their possible accomplishment and fell below their actual grade score.¹⁷ From such a study the power of the influence of self-evaluation in the educational area is noted. This

¹⁶Aaron Lipton, "Cultural Heritage and the Relationship to Self-Esteem," The Journal of Educational Sociology, XXXVI (January, 1963), 211-212.

¹⁷James Mitchell, "Goal-Setting Behavior as a Function of Self-Acceptance, Over and Underachievement, and Related Personality Variables," The Journal of Educational Psychology, L (June, 1959), 93-104.

seems to be especially true in the field of reading. Research has shown that "reading is a social process, as it relates the reader to his environment and it conditions that relationship."¹⁸ Furthermore, not only the environment is affected by this aspect, but Gann's research illustrates that personality organizations are impregnated. Her study included three groups, superior, average, and retarded readers. The grade span encompassed grades three through six. Students were matched according to chronological age, intelligence quotient, mental age, school experiences and sex. The Rorschach was employed to measure the personality organization. The results showed that the retarded student, as contrasted to the average and superior one, was weak in stability, not adjusted as well emotionally, less adaptable socially, more fearful, inefficient in use of potential mental capacity, less secure in face of challenges, and more concerned with small details. Thus, the indications were that such individuals found great difficulty in dealing with the complex challenge that reading offers.¹⁹

However, it is important not to conclude that favorable personality patterns develop successful readers. Another study among 72 fifth graders with matching reading achievement scores and mental ages noted that reading success did not appear to be a result of any single factor such as personality. No single personality pattern emerges as being common to poor readers or successful ones.²⁰

¹⁸D. Waples, B. Bradshaw, "What Reading Does to People," Research in the Three R's (New York: Harper and Brothers, 1959), pp. 10-17.

¹⁹Edith Gann, Reading Difficulty and Personality Organization (New York: Kings Crown Press, 1954), pp. 125-132.

²⁰Jerry Keshian, "Is There a Personality Pattern Common to Successful Readers," Elementary English (March, 1962), pp. 229-230.

The influence of reading on self-concept is worth noting, as a hypothetical relationship can be drawn between the two aspects. In guiding the child to develop positive attitudes, some reading matter may be used as a possible avenue in this approach. The child can be taught to meet someone in the book, or go somewhere and see something. These vicarious experiences could assist in the development of a concept of self.²¹

Summary

After reviewing the data pertinent to this study the following summary can be stated:

In the specific measurement under consideration, the teacher and student self-concept evaluations seem to indicate that various forces play influential roles. There may be fluctuations in the reports that students made about themselves and the teachers' concept of the students. However, throughout most of the studies there was always a strain of agreement between teachers and students.

The self-concept in the adolescent indicated the strong impact that ideals, level of aspiration, and environmental momentum have in the formation of self-esteem.

Information from scholastic achievement and self-concept research points out the role of the teacher in directing correct self-appraisal, the influence of cultural advantages in building background experiences and the necessity of goal setting within the limitations of one's self-capabilities.

²¹A. C. Homze, "Reading and Self-Concept," Elementary English (March, 1962), pp. 210-215.

CHAPTER III

PROCEDURE

The population for this study was comprised of 150 eighth-grade students from western Montana. The students were selected at random from five Catholic schools. The age group consisted of thirteen- and fourteen-year-old adolescents. Although no serious consideration was given to equalization of sex, the study involved 74 girls and 76 boys. Two schools reflected low socio-economic areas while the other three included students whose parents held college degrees and professional positions.

The five teachers administering the tests had backgrounds varying from four years of teaching experience to sixteen years. The difference in years of teaching experience with teenagers, however, showed a narrower margin. The difference here was between four to five years.

The testing was both informal and standardized. The informal tests consisted of a teacher questionnaire and a student questionnaire. These forms were interrelated and contained five questions each concerning reading estimates about grade level, oral ability, use of reading skills and working to capacity.

The standardized test for reading and intelligence was the Science Research Association High School Placement Test.²² This test

²²High School Placement Test--prepared by Educational Research Council--coordinators Tina Tholum and Lucille McCraith--Science Research Associates Inc. (Chicago, 1963).

rendered the following: intelligence quotient and corresponding percentile score, reading achievement scores which illustrated a single grade equivalent and a percentile score.

The second standardized test was the California Personality Test,²³ Intermediate section, Form AA. The scores yielded by this test were percentile ranks in social and personality adjustment. Only the personality scores were used in this study.

The administration of the tests took place during a two-month period. All tests were I.B.M. scored.

Before statistical tabulation was done, the reading scores were separated into two groups. The criterion for the division was based on Betts' recommendation for the levels of reading. The independent reading level is the highest level at which a child can read fluently without assistance. The instructional level is the highest level at which the child can do satisfactory reading provided that he receives assistance from the teacher. The frustration level is the lowest level at which the child's errors are numerous, and tension and discomfort are evident.²⁴ Students whose reading grade score was 8.9--which could be considered as the instructional level for eighth grade readers--constituted the first group. This number included 102 students. Those below this score (48 students) were in the second group. The intelligence quotient scores used in the study were those of the students who

²³Willis Clark, Ernest Tiegs, Louis Thorpe, California Test of Personality (Pub. California Test Bureau, De Monte Research Park, Monterey, California), 1953.

²⁴Emmett Betts, Foundations of Reading Instruction (first edition; New York: American Book Company, 1964), pp. 438-488.

ranged in the upper 15 per cent and the lower 15 per cent of the distribution.

Correlations for both groups were computed between grade scores and student estimates of adequacy, grade scores and teacher estimates of adequacy, and intelligence quotients and personality.

Summary

Testing procedures were successfully executed as there was 100 per cent cooperation on the part of the participating teachers and students. Objectivity on the teacher questionnaire was urged and students were encouraged to respond honestly on both the questionnaires and the personality tests.

CHAPTER IV

INTERPRETATION OF THE TEST RESULTS

This study was conducted to survey the relationship which exists between reading success and a person's estimate of self and of his own reading adequacy. The objectives to be achieved are stated in the following questions:

1. Is there positive relationship between reading success and estimate of adequacy?
2. Is there positive relationship between low reading achievement and estimate of adequacy?
3. Do successful readers have a higher self-concept than low achievers?
4. Does intelligence enter as a factor in self-estimates and estimates of reading adequacy?

A two-month period was allotted for the collecting of material necessary to the study. The interpretation of correlational data was done according to Guilford's criteria:¹

- .20 to .40 - Low correlation
- .40 to .70 - Moderate correlation
- .70 to .90 - High or marked relationship
- .90 to 1.00 - High or dependable relationship

¹J. P. Guilford, Fundamental Statistics in Psychology and Education (New York: McGraw-Hill Book Company, Inc., 1942), pp. 198-226.

Analysis of Relationship of Reading Success and
Estimate of Adequacy

Throughout this study the eighth grade students who were placed in the category of successful readers numbered 102. The criterion for this select number was based on the achievement grade score results of the reading section of the Science Research High School Placement Test. This test provided adequate selections in both reading comprehension and vocabulary ability. To be truly a successful reader in the eighth grade it is necessary to be able to read in depth. Skillful reading of this type is usually accomplished when the student is reading at least one grade level above his actual grade placement. Therefore, students placed in this group could not rate lower than a 9.1 reading level score. The highest reading grade score in this group of 102 happened to be 13.2.

The students were asked to estimate their reading grade scores without knowledge of their achievement test scores. The highest score estimate was 12.0 and the lowest score estimate was 7.0. It was observed that no successful reader estimated his own reading ability above the grade level of the test score he obtained. There were only twelve in this group whose estimated reading grade score was at the same level as the achievement test score.

Analysis of Low Reading Achievement and
Estimate of Adequacy

The eighth grade students considered low in reading achievement throughout the study were those whose reading level test score on the reading section of the Science Research High School Placement Test was

8.9 or lower. In this group of 48 students, 8.9 was considered as the cut-off point in the selection of this group. Test results of these students disclosed errors in the area of inference questions. This often illustrates a lack in ability to read in depth, which in turn often makes one a less successful reader. The lowest reading level score earned by students in this group was 5.3.

When this group of students was asked to estimate their reading grade scores, twenty-one of the students estimated their ability above their achievement test reading grade scores. Eighteen estimated their ability at the same reading level as the achievement test.

Table 1 shows the correlations between reading success and estimate of adequacy among the successful readers and the low achievers. Both correlations were noted to be moderate according to Guilford's criteria.

TABLE 1
CORRELATIONS BETWEEN READING SUCCESS AND
ESTIMATE OF ADEQUACY

Groups	N	r
Successful Readers	102	.50
Low Achievers	48	.45

Analysis of Successful Readers and Their Self-Concept

The successful readers chosen for this analysis were 102 students previously described. The percentile score results of the reading section of the Science Research High School Placement Test and the total percentiles of the social and personal adjustment of the California Personality Test were the correlated scores. The Science Research High School Placement Test was selected as it contained adequate selections in testing the reading comprehension and the vocabulary abilities of the students. The California Personality Test was used as a guide in an effort to discover possible self-concepts of the students through their responses to questions about their own person, as well as their personal relationships with others.

Test results in this regard indicated that the highest reading percentile score was the 99th percentile and the lowest was the 54th percentile. The personality scores ranged from the 90th to the 2nd percentile. It was interesting to note that in the personality test only two students had scores at the 90th percentile while twenty-four students had reading scores at the 90th percentile.

Analysis of Low Achievers and Their Self-Concept

The low achievers were the students whose percentile scores on the Science Research High School Placement Test were at the 49th percentile or lower. They were considered low achievers as the 50th percentile score indicates average achievement; therefore, students scoring below the 50th percentile may be classified in this study as

below average. These students numbered 48. In this group the highest reading percentile score was the 49th and the lowest the 6th. The personality percentile test scores of these students varied from the 80th to the 2nd. The reading percentile scores and personality percentile scores were correlated in an effort to discover if students who rank as successful readers have a higher self-concept than students whose reading achievement is low.

Table 2 shows the findings concerning the relationship between low achievers and successful readers and their self-concepts. Low correlation was noted.

TABLE 2
CORRELATIONS BETWEEN READING SUCCESS AND SELF-CONCEPTS

Groups	N	r
Successful Readers	102	.29
Low Achievers	48	.02

Analysis of Intelligence as a Possible
Factor in Self-Estimate

In studying the possibility of intelligence entering as a factor in self-estimates, intelligence quotient in percentile scores obtained from the educational ability section of the Science Research High School Placement Test were correlated with the percentiles obtained on the California Personality Test.

Students whose reading scores classified them as successful readers according to the criteria mentioned earlier in this chapter again numbered 102. The low reading achievers also numbered 48. Correlations were made according to these divisions.

The intelligence quotient scores among the successful readers ranged from the 99th percentile to the 31st percentile. In the personality scores the highest was at the 90th percentile and the lowest at the 21st percentile. Among the group of low achievers the highest intelligence quotient score was at the 79th percentile and the lowest was at the 8th percentile. In the personality test scores the high and low percentiles were the 80th and 2nd, respectively.

Table 3 shows the correlations between intelligence and personality. Tabulation shows that no correlation exists.

TABLE 3
CORRELATIONS BETWEEN INTELLIGENCE QUOTIENTS AND
PERSONALITY TEST SCORES

Groups	N	r
Successful Readers	102	.11
Low Achievers	48	.13

Analysis of Intelligence as a Possible Factor
in Estimates of Reading Adequacy

Table 4 illustrates the correlations between the grade scores and the teachers' estimate scores.

TABLE 4
CORRELATIONS BETWEEN GRADE SCORES AND TEACHER
ESTIMATE SCORES

Groups	N	r
Upper I.Q.	41	.84
Lower I.Q.	41	.85

Students whose I.Q. scores occurred in the upper and lower 27 per cent of percentiles were selected to analyze the possible relationship between grade scores and teachers' estimate scores of each student. Correlations were made within each group. The grade scores and the teacher-estimated grade scores showed marked relationship in both the upper and lower I.Q. groups.

Table 5 presents the correlations between the grade scores and the students' estimates of grade scores.

Correlations obtained between the grade scores and the students' estimate of grade scores among students in the upper I. Q. range showed marked relationship, whereas in the lower division the same scores showed only moderate correlation.

TABLE 5

CORRELATIONS BETWEEN GRADE SCORES AND STUDENT
ESTIMATED SCORES

Groups	N	r
Upper I.Q. Division	41	.83
Lower I.Q. Division	41	.65

Analysis of the Teachers' and Students' Questionnaires

The five teachers whose students were involved in this study were asked to respond to the following questions about each of their students:

- No. 1. At what average reading grade level would you place this student?
- No. 2. Check the statements which apply to this student:
 This student has difficulty in reading comprehension.
 This student has difficulty with vocabulary.
 This student is competent in both areas.
- No. 3. How do you rate his oral reading ability?
 poor
 fair
 good
 superior
- No. 4. Do you consider that this student is working up to his capacity in the field of reading?
 Yes
 No
- No. 5. Does he become discouraged when challenged with new reading skills:
 Usually
 Sometimes
 Never

All the teachers participated and completely answered each questionnaire.

Each of the 150 students in the study was given the following questionnaire to complete. Each question corresponded to the same type question about themselves as those given on the teachers' questionnaire.

No. 1. At what grade level would you place your reading ability?

2nd	7th
3rd	8th
4th	9th
5th	10th
6th	11th
	12th

No. 2. Check the statements which apply to you.

I find difficulty in reading comprehension.
 I find difficulty with vocabulary.
 I am not having difficulty in either reading comprehension or vocabulary.

No. 3. How would you rate your oral reading ability?

poor
 fair
 good
 superior

No. 4. Do you think your teachers believe you are doing as well as you can in reading?

Yes
 No

No. 5. How do you usually approach unfamiliar words? (Check one.)

Try to determine the meaning from its use in the sentence and if still unsure, use the dictionary.
 Depend entirely on its use in the sentence.
 Guess.
 Discontinue reading that selection.

The following tables demonstrate the teachers' and students' responses. Table 6 shows the responses to question number one concerning grade level placement.

TABLE 6

PERCENTAGE OF AGREEMENT AND DISAGREEMENT IN TEACHER-STUDENT AND
STUDENT SELF READING GRADE PLACEMENT LEVEL

Groups	N	Percentage of Agreement in Grade Placing	Percentage of Disagreement in Grade Placing
Teachers	5	30.7	69.3
Students	150		

In examining the areas of disagreement the following percentage breakdown occurred: 1.3 per cent of the total responses showed the students placed themselves four grades higher than the teachers' grade level placement, or the teachers placed the students four grades higher in reading level than the student self-rated placement; 4.0 per cent of the total responses showed the students placing themselves three grades higher than the teachers' reading level placement or the teachers placing the students three levels higher than the students' placement; 12.0 per cent of the total responses indicated that the students placed themselves two grades higher than teachers' rating or the teachers placed students two reading grades higher than they placed themselves; 22.7 per cent of the total responses illustrated the students placing themselves one reading level higher than the teachers' placement of them or the teachers placing the students one grade higher in reading than the students' placement.

In the area of lower grade placement the breakdown of per cents were: 6.0 per cent of the total responses showed the students placing

themselves two grades lower in reading than the teacher rated them, or the teachers rated them two reading grades lower than the students rated themselves. Finally, 23.3 per cent of the total responses indicated students placed themselves one reading grade level lower than the teachers' placement or the teachers placed the students one reading grade lower than the students placed themselves.

Table 7 illustrates the responses on question number two concerning the students' area of difficulty in their reading skills.

TABLE 7

AREAS OF READING DIFFICULTIES AS JUDGED BY TEACHERS IN COMPARISON
WITH SELF-JUDGMENT OF STUDENTS IN SAME AREA

Groups	N	Percentage of Agreement	Percentage of Partial Disagreement	Percentage of Total Disagreement
Teachers	5	50.6	19.3	30.1
Students	150			

In studying the responses where the students agreed with the teachers' rating, it was noted that these same students had also agreed with their teachers when estimating their grade level placement. In the area of partial disagreement it was observed that the same students had estimated their reading level scores one grade higher or lower than their teachers' placement in responding to the question of reading grade level placement. Examination of the teachers' responses which were in complete disagreement with their students, it was discovered

that the teachers based their conclusions on test analysis and observations in teaching situations. The students appeared unable to comprehend the cause of their difficulty. These students were likewise the same ones who had disagreed either two, three, or four grades higher or lower in the placement of their reading grade level with their teachers' judgment concerning grade level placement of the students.

Table 8 illustrates the responses to question number three which is concerned with the rating of oral ability based on a rank of poor, fair, good and superior.

TABLE 8

PERCENTAGE OF AGREEMENT AND DISAGREEMENT IN TEACHER-STUDENT AND STUDENT SELF-EVALUATION IN ORAL READING ABILITY

Groups	N	Percentage of Teacher-Student Agreement	Percentage of Teacher-Student Disagreement
Teachers	5	54.6	45.4
Students	150		

Noting the area of disagreement, teachers classified the students in this respect: 13.3 per cent were listed as poor; 12 per cent ranked as fair. Good or superior ranks were not noted. By comparison the students who ranked themselves as poor were only 6 per cent, 2.5 per cent as fair, and 11.6 per cent ranked themselves as good.

Table 9 represents the responses to question number four involving estimates of reading ability.

TABLE 9

PERCENTAGE OF AGREEMENT AND DISAGREEMENT IN TEACHER-STUDENT AND
STUDENT SELF-EVALUATION IN AREA OF READING ABILITIES

Groups	N	Percentage of Agreement	Percentage of Disagreement
Teachers	5	60.0	40.0
Students	150		

The 60 per cent of the students and the teachers who agreed did so in this manner: 32.0 per cent of the group indicated yes, that is, both teacher and student believed that the reading ability of the student was being exercised; 28.0 per cent said no, that is, both teacher and student believed the reading ability was not completely being developed.

In the area of disagreement, 17.3 per cent of the teachers responded that the students were reading according to their ability, and the students responded they were not doing so; 22.1 per cent of the teachers said that the students were not reading as well as their ability testing indicated, while the students in this group felt they were reading as well as they could.

Table 10 shows the results of question number five which involved subjective judgment of whether the student becomes discouraged when challenged with new reading skills.

TABLE 10

PERCENTAGE OF AGREEMENT AND DISAGREEMENT IN STUDENT-TEACHER
AND STUDENT SELF-EVALUATION IN AREA OF DISCOURAGEMENT
IN READING PERFORMANCE

Groups	N	Percentage of Agreement	Percentage of Disagreement
Teachers	5	43.3	56.7
Students	150		

When studying the students' and teachers' responses in both the area of agreement and disagreement, it was difficult to note any significant trend due to the subjective nature of the question.

Summary

In accordance with the information obtained through correlation and analysis of the questionnaire data the concluding remarks might be stated as follows:

1. There is a moderate relationship between reading success and estimates of reading adequacy when eighth grade students, who are reading at a ninth grade reading level or below according to an achievement test score, are asked to estimate their reading rate scores without knowledge of their achievement test score results.
2. Moderate relationship also exists between low reading achievement and estimates of adequacy when eighth grade

students, who are reading at or below a ninth grade reading level according to achievement test scores, are asked to estimate their reading scores without knowledge of their achievement test score results.

3. In considering the question of whether successful readers have a higher self-concept than low achievers, this study of 150 eighth graders shows a very low correlation existing between scores of successful readers and measures of their self-concept. No correlation exists between low achievers' scores in reading and measures of their self-concept.
4. Intelligence does not seem to enter as a factor in self-estimates of successful readers when these students' scores received on a personality test are correlated with the scores earned on a group intelligence test, as the correlation coefficient indicates no relationship.

When the students whose reading scores are classified as low achievers in this study have their intelligence scores correlated with their measures of self-concept, the correlation coefficient also shows no relationship.
5. When students who have achieved reading success or experienced reading failure estimate their reading scores, intelligence does enter as a factor. In the correlation of the students' grade scores with their self-estimate scores of reading adequacy, marked relationship was noted in the higher I.Q. student division and only moderate relationship in the lower I.Q. division.

CHAPTER V

SUMMARY AND CONCLUSION

The purpose of this research as stated in chapter one was to study the possibility of a relationship existing between reading success of the adolescent and the individual's estimate of himself and the estimate of his own reading adequacy.

The specific objectives have been to discover:

1. Is there positive relationship between reading success and personal estimate of adequacy?
2. Is there positive relationship between low reading achievement and estimate of adequacy?
3. Do successful readers have a higher self-concept than poor readers?
4. Does intelligence enter as a factor in self-estimates and estimates of reading adequacy?

The study was conducted among 150 eighth grade students from five parochial schools and their five teachers in these respective schools.

The following battery of standardized tests was administered to the students: The reading and the ability sections of the Science High School Placement Test. Each student also completed a questionnaire requesting information involving self-estimates concerning his own reading abilities.

The teachers were given a questionnaire corresponding in type to those received by each student. The teachers in turn estimated the reading abilities of each of their students without referring to the achievement test scores.

Before study of the data began, scores of the 150 student participants were placed into two categories. All students whose reading achievement scores placed them at a 9.1 reading level or higher were considered successful eighth grade readers. Students whose reading level scores fell below 9.1 were considered low achievers, as eighth grade readers. Of this 150 sample population 102 were placed in the category of successful readers and 48 as low achievers in reading.

To study the objective concerning the possibility of positive relationship between reading success and student estimate of reading adequacy, correlations were made between the student's reading grade level achievement scores with each student's estimated reading grade level score. The tabulation showed a moderate relationship.

When studying data to ascertain if there was a positive relationship between low reading achievement and the students' own estimates of their reading ability, correlations also showed moderate relationship.

Concerning the possibility that the 102 successful readers in this study have a higher self-concept than poor readers, the data showed only a low correlation between the achievement reading percentile scores and the personality percentile scores.

Results of the correlations between the reading achievement percentile scores and the personality percentile scores for the low

achievers in reading in this study, showed no relationship. It would appear that in this study successful readers do not have significantly higher self-concepts than poor readers.

In studying the possibility that intelligence enters as a factor in self-estimates the correlation between the I.Q. percentile scores and the personality percentile scores of the group of successful readers showed that no relationship exists. There was also no relationship indicated when correlations were made between the intelligence percentile scores and the personality percentile scores of the low reading achievers. Therefore, it seems that in this study intelligence did not enter as a factor in self-estimates.

To study the possibility of intelligence entering as a factor in estimating reading adequacy, both the teachers' estimate of the students' reading grade level and the students' own estimate of their reading grade level were considered. The students' intelligence scores were studied in the following manner: Students whose I.Q. scores fell in the upper and the lower and the lower 27 per cent of the total of percentile scores were selected. These students' estimated reading grade level scores were correlated with their achievement test reading grade level scores. The students' scores in the upper I.Q. division showed marked relationship, whereas students' scores in the lower I.Q. division showed only moderate relationship.

The results of the teachers' and the students' questionnaires concerning reading grade level placement and general reading abilities indicated that:

1. The percentage of disagreement among students and teachers larger than the percentage of agreement concerning the students' reading grade level.
2. When the areas of reading skills are judged by teachers in comparison with the students' self-judgment in the same area, the percentage of agreement and disagreement are equal.
3. Teachers' and students' percentage of agreement is slightly higher than their percentage of disagreement when students' oral reading ability is evaluated.
4. A high percentage of agreement between teachers and students is noted when areas of reading difficulties are examined.
5. A slightly higher percentage of disagreement is observed between teachers and students when the area of discouragement in reading performance is studied.

Suggestions for further research resulting from this study are the following:

A similar study conducted among seventh grade students to note differences and similarities in their responses as compared with the eighth grade teenage group.

A study involving greater clarity in measuring self-concept in order to more accurately evaluate students' self-estimates.

A survey of all students in grades two through seven in the area of estimating reading level placement.

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APPENDIX

TEACHER QUESTIONNAIRE

School _____

Teacher _____

Student's Name _____

1. At what average reading grade level would you place this student?

_____ 2nd	_____ 7th
_____ 3rd	_____ 8th
_____ 4th	_____ 9th
_____ 5th	_____ 10th
_____ 6th	_____ 11th
	_____ 12th

2. Check the statements which apply to the student.

_____ This student has difficulty in reading comprehension.
_____ This student has difficulty with vocabulary.
_____ This student is competent in both areas.

3. How do you rate his oral reading ability?

_____ poor
_____ fair
_____ good
_____ superior

4. Do you consider that this student is working up to his capacity in the field of reading?

_____ Yes
_____ No

5. Does he become discouraged when challenged with new reading skills?

_____ Usually
_____ Sometimes
_____ Never

STUDENT QUESTIONNAIRE

Name _____

School _____

Teacher _____

1. At what grade level would you place your reading ability?

_____ 2nd	_____ 7th
_____ 3rd	_____ 8th
_____ 4th	_____ 9th
_____ 5th	_____ 10th
_____ 6th	_____ 11th
	_____ 12th

2. Check the statements which apply to you:

_____ I find difficulty in reading comprehension.
_____ I find difficulty with vocabulary.
_____ I am not having difficulty in either reading comprehension
or vocabulary.

3. How would you rate your oral reading ability?

_____ poor
_____ fair
_____ good
_____ superior

4. Do you think your teachers believe you are doing as well as you can in reading?

_____ Yes
_____ No

5. How do you usually approach unfamiliar words? (check one)

_____ Try to determine the meaning from its use in the sentence
and if still unsure, use the dictionary.
_____ Depend entirely on its use in the sentence.
_____ Guess.
_____ Discontinue reading that selection.